



FLAT ROCK ELEMENTARY

115 Thompson Road
Anderson, SC 29624

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 404 Students | |
| Principal | Carolyn H. Brown | 864-296-9191 |
| Superintendent | Gail R. Southard | 864-348-6196 |
| Board Chair | Danny Davis | 864-348-6196 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Below Average | At-Risk |
| 2008 | N/A | N/A |
| 2007 | N/A | N/A |
| 2006 | N/A | N/A |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

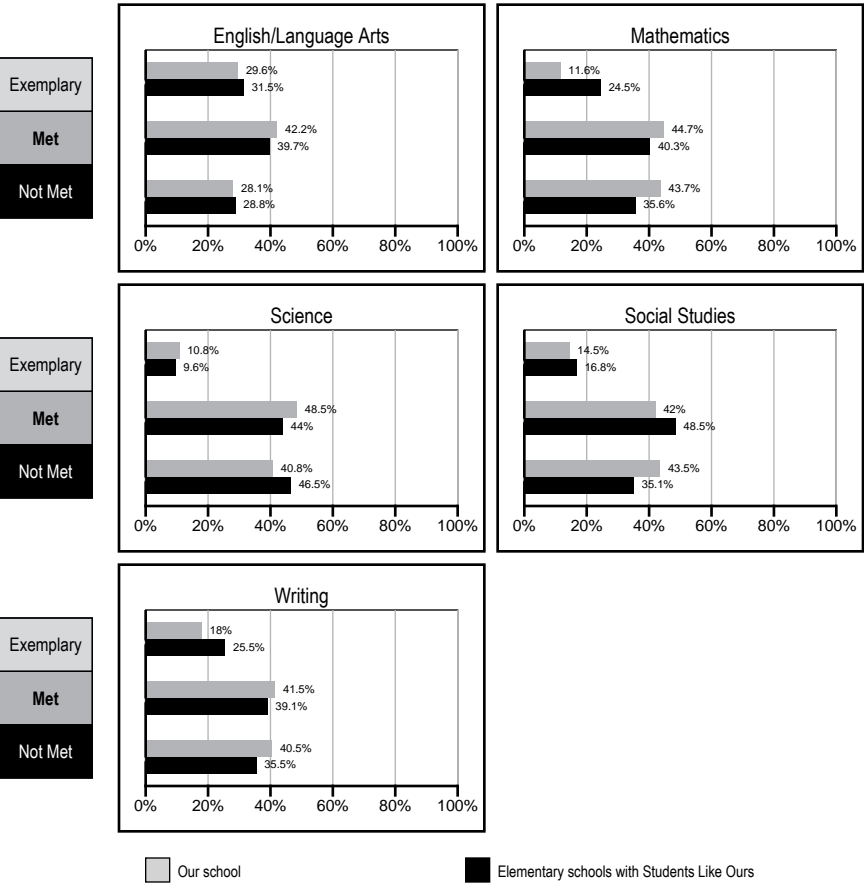
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 1 | 8 | 96 | 22 | 7 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=404) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.2% | Down from 3.9% | 1.7% | 1.2% |
| Attendance rate | 95.8% | Up from 95.6% | 95.7% | 96.1% |
| Eligible for gifted and talented | 10.8% | Up from 7.1% | 7.2% | 11.7% |
| With disabilities other than speech | 9.7% | Up from 0.0% | 8.9% | 8.0% |
| Older than usual for grade | 0.9% | Down from 1.5% | 0.7% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=28) | | | | |
| Teachers with advanced degrees | 53.6% | Down from 60.7% | 58.1% | 60.5% |
| Continuing contract teachers | 85.7% | Up from 75.0% | 83.3% | 84.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | N/A | N/A | 85.2% | 87.0% |
| Teacher attendance rate | 95.6% | No Change | 95.1% | 95.4% |
| Average teacher salary* | \$44,437 | Down 2.6% | \$46,155 | \$47,288 |
| Professional development days/teacher | 11.4 days | Up from 7.0 days | 10.8 days | 10.5 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.7 to 1 | Down from 20.0 to 1 | 18.8 to 1 | 19.2 to 1 |
| Prime instructional time | 90.6% | Up from 90.4% | 90.0% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 99.9% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,068 | N/A | \$7,788 | \$7,548 |
| Percent of expenditures for instruction** | 64.1% | N/A | 68.2% | 68.7% |
| Percent of expenditures for teacher salaries** | 59.7% | N/A | 64.4% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Flat Rock Elementary School opened its doors for the second year to the students, staff, and community in August of the 2009-2010 school year. Highlights of our curriculum and school were technology, academics, fine arts, and character education. Our theme for the year was “The Garden of Learning.” Our instruction was delivered with SMART Boards in each classroom and was enriched with the use of two computer labs. Science was taught with a hands-on approach in our science lab. The progress of our students was monitored through our MAP benchmarks. Our total academic program was enriched and reinforced through our CARE program which gave time for remediation and enrichment for all students. Our math program was enhanced through the math computer program of Aleks. The academic success of our kindergarten, first, and second grade students was strengthened by our reading intervention program. Our music program featured chorus for third, fourth, and fifth grade students. Character education was emphasized at all levels with our core essentials program. Other highlights included recognition of our students and involvement of our students in extracurricular activities. Our students were recognized through our Terrific Kid program, attendance, TOP Five, AR, and honor roll recognition through the year. Our student council sponsored projects involving our students and community such Help for Haiti and Help for the Soldiers. Our school sponsored teams for Relay for Life and Jump Rope for the Heart, and the local Chili Competition. Our school connected to the community through partnerships with organizations such as YMCA and Girl Scouts. We strive to work together to move each child to reach his or her potential. Together we can make a difference in the future of our children.

Carolyn H.Brown, Principal
Debra Madden, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 33 | 74 | 48 |
| Percent satisfied with learning environment | 100.0% | 89.2% | 87.5% |
| Percent satisfied with social and physical environment | 100.0% | 79.7% | 91.7% |
| Percent satisfied with school-home relations | 87.9% | 77.0% | 83.3% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 216 | 100 | 28.6 | 41.4 | 30 | 81.8 | 83 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 108 | 100 | 27.9 | 40.4 | 31.7 | 84.6 | 81.4 | 80.1 | N/A | N/A |
| Female | 108 | 100 | 29.3 | 42.4 | 28.3 | 78.8 | 84.7 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 178 | 100 | 26.9 | 40.1 | 32.9 | 83.2 | 84.2 | 89.6 | Yes | Yes |
| African American | 31 | 100 | 37.9 | 41.4 | 20.7 | 72.4 | 74.4 | 74.6 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 92.7 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 75 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 100 | 55.2 | 24.1 | 20.7 | 65.5 | 61 | 51.7 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 72.7 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 165 | 100 | 33.1 | 42.9 | 24 | 79.9 | 78 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 216 | 100 | 43.8 | 44.8 | 11.3 | 71.9 | 72.8 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 108 | 100 | 39.4 | 47.1 | 13.5 | 71.2 | 71.3 | 78.4 | N/A | N/A |
| Female | 108 | 100 | 48.5 | 42.4 | 9.1 | 72.7 | 74.3 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 178 | 100 | 43.1 | 44.3 | 12.6 | 74.3 | 74.7 | 87.8 | Yes | Yes |
| African American | 31 | 100 | 51.7 | 44.8 | 3.4 | 58.6 | 58.6 | 69.3 | I/S | I/S |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 93.5 | I/S | I/S |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 70 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 29 | 100 | 62.1 | 34.5 | 3.4 | 44.8 | 34.5 | 46.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | 63.6 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 165 | 100 | 49.4 | 41.6 | 9.1 | 68.2 | 66.4 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 140 | 99.3 | 40.5 | 48.1 | 11.5 | 59.5 | 66 | 67.3 |
| Gender | | | | | | | | |
| Male | 69 | 100 | 39.4 | 50 | 10.6 | 60.6 | 66 | 66.9 |
| Female | 71 | 98.6 | 41.5 | 46.2 | 12.3 | 58.5 | 66.1 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 115 | 99.1 | 41.5 | 45.3 | 13.2 | 58.5 | 67.7 | 79.6 |
| African American | 20 | 100 | 45 | 50 | 5 | 55 | 54.3 | 49.7 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 84.4 |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 57.1 | 59.4 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 95 | 63.2 | 26.3 | 10.5 | 36.8 | 32.6 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 106 | 99.1 | 48 | 45.9 | 6.1 | 52 | 57.9 | 55.4 |

| | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 141 | 99.3 | 43.2 | 42.4 | 14.4 | 56.8 | 67.1 | 70.9 |
| Gender | | | | | | | | |
| Male | 72 | 98.6 | 41.2 | 36.8 | 22.1 | 58.8 | 69.2 | 70.1 |
| Female | 69 | 100 | 45.3 | 48.4 | 6.3 | 54.7 | 64.6 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 113 | 99.1 | 41.5 | 42.5 | 16 | 58.5 | 67.5 | 79.2 |
| African American | 21 | 100 | 52.6 | 42.1 | 5.3 | 47.4 | 61.9 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 86.8 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 84.6 | 68 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 15 | 93.3 | 57.1 | 35.7 | 7.1 | 42.9 | 39.5 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 111 | 100 | 49 | 41.3 | 9.6 | 51 | 59.2 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 217 | 97.2 | 40.2 | 41.7 | 18.1 | 59.8 | 66 | 72.1 | 95.8 | 95.5 |
| Gender | | | | | | | | | | |
| Male | 110 | 98.2 | 43.7 | 42.7 | 13.6 | 56.3 | 58.2 | 65.2 | 96 | 95.6 |
| Female | 107 | 96.3 | 36.5 | 40.6 | 22.9 | 63.5 | 74.4 | 79.2 | 95.6 | 95.5 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 180 | 97.2 | 38.4 | 42.1 | 19.5 | 61.6 | 67.4 | 80.8 | 95.6 | 95.4 |
| African American | 30 | 96.7 | 50 | 35.7 | 14.3 | 50 | 56.6 | 59.7 | 96.9 | 96.3 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 87 | 97.2 | 97.7 |
| Hispanic | 4 | I/S | I/S | I/S | I/S | I/S | 55 | 64.6 | 96.4 | 95.8 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 73.4 | 98.5 | 98.7 |
| Disability Status | | | | | | | | | | |
| Disabled | 31 | 83.9 | N/AV | N/AV | N/AV | 38.5 | 24.9 | 27.7 | 95.6 | 94.9 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 63.6 | 63.7 | 98.9 | 96 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 167 | 98.2 | 44.7 | 40.8 | 14.5 | 55.3 | 58.5 | 61.9 | 95.5 | 94.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 68 | 100 | 38.7 | 32.3 | 29 | 61.3 |
| | 4 | 77 | 100 | 24.7 | 57.5 | 17.8 | 75.3 |
| | 5 | 58 | 100 | 34.7 | 40.8 | 24.5 | 65.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 71 | 100 | 28.1 | 26.6 | 45.3 | 71.9 |
| | 4 | 66 | 100 | 39.7 | 42.9 | 17.5 | 60.3 |
| | 5 | 79 | 100 | 19.7 | 52.6 | 27.6 | 80.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 68 | 100 | 53.2 | 35.5 | 11.3 | 46.8 |
| | 4 | 77 | 100 | 32.9 | 54.8 | 12.3 | 67.1 |
| | 5 | 58 | 100 | 53.1 | 34.7 | 12.2 | 46.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 71 | 100 | 46.9 | 32.8 | 20.3 | 53.1 |
| | 4 | 66 | 100 | 44.4 | 47.6 | 7.9 | 55.6 |
| | 5 | 79 | 100 | 40.8 | 52.6 | 6.6 | 59.2 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 37 | 100 | 45.2 | 48.4 | 6.5 | 54.8 |
| | 4 | 77 | 100 | 26 | 56.2 | 17.8 | 74 |
| | 5 | 28 | 64.3 | 68.8 | 25 | 6.3 | 31.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 35 | 100 | 36.4 | 39.4 | 24.2 | 63.6 |
| | 4 | 66 | 98.5 | 43.5 | 53.2 | 3.2 | 56.5 |
| | 5 | 39 | 100 | 38.9 | 47.2 | 13.9 | 61.1 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 32 | 100 | 25.8 | 32.3 | 41.9 | 74.2 |
| | 4 | 76 | 100 | 20.8 | 61.1 | 18.1 | 79.2 |
| | 5 | 31 | 67.7 | 66.7 | 20 | 13.3 | 33.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 36 | 97.2 | 46.7 | 30 | 23.3 | 53.3 |
| | 4 | 65 | 100 | 48.4 | 41.9 | 9.7 | 51.6 |
| | 5 | 40 | 100 | 32.5 | 52.5 | 15 | 67.5 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 67 | 95.5 | 38.3 | 38.3 | 23.3 | 61.7 |
| | 4 | 78 | 96.2 | 41.7 | 37.5 | 20.8 | 58.3 |
| | 5 | 57 | 98.3 | 37.5 | 45.8 | 16.7 | 62.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | 70 | 97.1 | 48.4 | 35.5 | 16.1 | 51.6 |
| | 4 | 68 | 98.5 | 47.6 | 36.5 | 15.9 | 52.4 |
| | 5 | 79 | 96.2 | 27 | 51.4 | 21.6 | 73 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

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